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ABSTRACT

This document includes a project description, an evaluator's report, and other information on an itinerant teacher program at Mount Aloysius Junior College (MAJC) in Cresson, Pennsylvania. MAJC, a private institution sponsored by the Religious Sisters of Mercy, enrolls 550 full-time and 450 part-time students. The program, supported by the Fund for the Improvement of Postsecondary Education, involves the establishment of rural off-campus centers that offer continuing education to small, localized student-learner support groups. Work is assigned to groups of three to six students who meet weekly as the "learning teams." The monitoring itinerant instructor visits these groups and rotates once per week among three groups. The program offers associate degrees to rural students normally hindered by travel distances, geography, low population density, or cost factors. Under the itinerant teacher program, 126 students completed 239 courses between 1986 and 1988. Most participants were married females, between 31 and 34 years old, enrolled in a business course, pursuing a bachelor's degree, and had not had any previous higher-education experience. The accompanying evaluator's report is not an evaluation, but a description of intended procedures for evaluating the itinerant program. The intended evaluation design uses formative and summative techniques and includes both internal and external foci. Also described are evaluation activities during the project's first year, some evalutive questions regarding the program, and proposals for improving evaluation techniques. (TES)

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GRANTEE ORGANIZATION:

Mount Aloysius Junior College
Department of Rural Education
Division of Community Education
Cresson, PA 16630

GRANT NUMBER:

G008541170

PROJECT DATES:

Starting Date: October 1, 1985
Ending Date: September 30, 1988
Number of Months: 36

PROJECT DIRECTOR:

Jay Garver
Department of Rural Education
Mount Aloysius Junior College
Cresson, PA 16630
Telephone: (814) 886-4131

FUND PROGRAM OFFICER:

Dr. David Holmes

GRANT AWARD:

Year 1 - $62,505
Year 2 - $53,588
Year 3 - $51,601
TOTAL $167,694

PC 017688

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SUMMARY

The "itinerant teacher" project of Mount Aloysius Junior College in Cresson, PA provided, during a three year period, 126 students access to higher education by providing small group classes at rural education sites located up to sixty miles from the college campus.

An instructor came to the isolated communities and rotated once per week among three learning groups/sites. During the two week period without the instructor, a student group met during their class time and completed work from especially prepared study guides. This meetings schedule covered fifteen weeks per semester.

Instructional materials were prepared for twelve three-credit courses, six of which were in business related courses. The 126 students successfully completed 239 courses.

Jay Garver
Mount Aloysius Junior College
Cresson, PA 16630
(814) 886-4131

Student Learning Team Program to Increase
Educational Access to Rural Inhabitants:
The "Itinerant Teacher"

EXECUTIVE SUMMARY

Student Learning Team Program to Increase
Educational Access to Rural Inhabitants:
The "Itinerant Teacher"

Mount Aloysius Junior College
Cresson, PA 16630

Jay Garver, Project Director
(814) 886-4131

A. Project Overview

The Mount Aloysius Junior College service area encompasses four south-central Pennsylvania and Appalachian counties, Bedford, Blair, Cambria, and Somerset (attached map). The states of Delaware and Rhode Island would both fit within the 3,300 square miles of Mount Aloysius Junior College's service area. However, the four county population numbers less than half a million. There are only two small cities. Altoona, with a population of 57,000 is located in Blair County and Johnstown, in Cambria County, numbers 35,000. the remaining 350,000 residents are located in 166 villages, townships, or boroughs.

The low population density of rural regions has presented a barrier to education institutions providing post-secondary courses to rural residents. Mount Aloysius Junior College has attempted to overcome this barrier by establishing off-campus centers spread throughout its rural Pennsylvania service area.

Small rural churches face similar problems in that their congregations tend to be too small to support a minister or priest. They solve their common problem by sharing clergymen. MAJC has adapted the "itinerant preacher" concept to its rural continuing education program and integrated it with modern instructional techniques within a framework of small, localized student-learner support groups. Participants are able to enroll in specific courses or pursue an Associate Degree through the Mount's specifically designed Continuing Education degree program.

The system works in the following manner: Small groups of three to six students living within a reasonable commuting distance and with a common interest are organized into Learning Teams. Meetings sites convenient to all participants are chosen and instructors are assigned responsibility for three groups in their academic discipline. Programmed instructional materials are distributed to the student during the first session. Thereafter, students meet each week and work together toward their common goal. The instructor meets with the groups on a rotating basis, according to a prearranged schedule.

From the spring semester 1986 through the spring semester of 1988, 126 students successfully completed 239 courses.

Instructional materials were prepared for twelve three-credit courses:

BU100 Introduction to Business, BU101 Accounting I, BU102 Accounting II, BU103 Word Processing Concepts (Limited enrollment), BU107 Business Mathematics, BU117 Principles of Management, EN101 English Composition, EN102 Literature, PY101 General Psychology, PY102 Growth and Human Development, PY202 Abnormal Psychology, SO101 Introductory Sociology.

B. PURPOSE

The prohibitive travel distances, the mountainous geography, the low population density of this region, and cost factors, have traditionally presented a barrier to educational institutions attempting to provide postsecondary courses to the residents of this area. The Mount's off-campus tuition, $65 per credit, is the lowest of any college, public or private, within the region. In this Appalachian area of high unemployment, these cost cutting measures have been of aid to many students. However, student costs are also inherent in the accessibility barrier.

MAJC originally attempted to overcome the accessibility barriers by establishing five continuing education off-campus centers spread throughout its service region. While two of the centers located in the two cities of the region, Altoona and Johnstown, and a center located in Ebensburg, near MAJC, have been successful in reaching residents of those two county areas, the two remaining centers located in rural and sparsely populated Bedford and Somerset counties have not been so successful. Enrollment in courses offered at the Bedford and Somerset county centers had often been too low to warrant running courses at affordable tuition rates. Efforts to combine students from two or more centers had frequently failed due to the extensive community distances involved. There is no public transportation in these rural areas; and, for some, a round trip commuting distance could exceed 100 miles.

Accessibility to postsecondary education is severely limited, due to extreme distances over treacherous mountains, for a significant population with Mount Aloysius' central Pennsylvania service region. Although accessibility is a problem, by taking the college to these isolated communities, the opportunity of higher education is placed in the laps of the students.

C. Background and Origins

Mount Aloysius Junior College is a small, private institution sponsored by the Religious Sisters of Mercy. Six buildings compose the academic, administrative, and residency of the Mount's 125 acre campus.

MAJC enrolls 550 full time, on-campus students, and 450 part time students enrolled through the Division of Community Education. There are seventeen programs of study offered by the College.

In order to accommodate this accessibility project, no organizational policies of the college had to change. This project was merely an extension

of the Community Education Division of the college. A 34 member community advisory board helped in public relations.

D. Project Description

Recruitment was achieved by brochure distribution, newspaper and radio advertising, and public relations effort achieved at orientation meetings, at community organization, like Rotary, and through newspaper articles and radio talk shows.

Instruction materials for the twelve courses had to be written and then duplicated. Each student, in addition to the text, had a class-by-class guide to each three credit course. For the computer course, each student was loaned a computer for the semester.

It was also a necessity to obtain learning sites which were secondary school classrooms, private homes, and community buildings like the "Y".

E. Project Results

126 students were enrolled in 239 courses from the spring term of 1986 through the spring term of 1988. National project dissemination activities included presentations at the National Association of Community and Junior Colleges, at the Empire State College's Value - Added learning conference, and participation in the National Invitational conference on rural education in Virginia. Project information and brochures were mailed to all FIPSE directors, all junior/community colleges in Pennsylvania, and to all two year colleges in the Appalachian region, from New York state south to South Carolina. The project was also replicated at Southern West Virginia Community College.

F. Evaluation

Evaluation activity and outcomes were researched by Dr. S. V. Martorana, Senior Research Associate of The Pennsylvania State University's Center for the Study of Higher Education. Evaluation was both formative and summative with personal communications by letter and phone with the project director and other administrators at MAJC and a report made at the conclusion of each project year. That for the third and final year also affords an overview and will be filed separately. Dr. Martorana reports generally positive and strong conclusions about the project particularly with respect to student satisfaction with the instructional approaches used and the improved access to learning it provides them. He strongly recommended to MAJC that it be continued and the college's experience in developing it be disseminated widely. The basic characteristics of the learner were female, married, between 31 and 34 years of age, enrolled in a business course, pursuing a bachelor's degree, and that rural education was her first experience with higher education. The college is presently continuing the Rural Education project. At this time there are no college plans to continue evaluation effort on an on going basis by external evaluation. It will continue, however, as an internal responsibility.

G. Summary and Conclusions

As indicated by the research reports, the project was highly successful and especially achieved impact within the hinterlands of the college service area. The significant aspect of the project was the realization that there is a definite need for higher education opportunities in the rural areas, and within individual communities.

H. Appendices:

FIPSE was valuable to this college in terms of financial assistance. The start-up costs instigated the rural education project. Without FIPSE financial aid, the college could not have afforded the project. FIPSE assistance in terms of advice and information was also invaluable. FIPSE should continue to consider proposals having to do with accessibility.

Appendix materials include:

1. Dr. Martorana's evaluation reports
2. Maps
3. Brochures
4. Winter 1986-87 Newsletter
5. Rural Education Dinner Program
6. Recognition Certificates
7. Newspaper Advertisemen

A. Project Overview

The Mount Aloysius Junior College service area encompasses four south-central Pennsylvania and Appalachian counties, Bedford, Blair, Cambria, and Somerset (attached map). The states of Delaware and Rhode Island would both fit within the 3,300 square miles of Mount Aloysius Junior College's service area. However, the four county population numbers less than half a million. There are only two small cities. Altoona, with a population of 57,000, is located in Blair County and Johnstown, in Cambria County, numbers 35,000. The remaining 350,000 residents are located in 166 villages, townships, or boroughs.

The low population density of rural regions has presented a barrier to education institutions providing post-secondary courses to rural residents. Mount Aloysius Junior College has attempted to overcome this barrier by establishing off-campus centers spread throughout its rural Pennsylvania service area.

Small rural churches face similar problems in that their congregations tend to be too small to support a minister or priest. They solve their common problem by sharing clergymen. MAJC has adapted the "itinerant preacher" concept to its rural continuing education program and integrated it with modern instructional techniques within a framework of small, localized student-learner support groups. Participants are able to enroll in specific courses or pursue an Associate Degree through the Mount's specifically designed Continuing Education degree program.

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BU103 Word Processing Concepts (Limited enrollment)
BU107 Business Mathematics
BU117 Principles of Management
EN101 English Composition
EN102 Literature
PY101 General Psychology
PY102 Growth and Human Development
PY202 Abnormal Psychology
SO101 Introductory Sociology

B. PURPOSE

Mount Aloysius Junior College serves the four Pennsylvania counties of Bedford, Blair, Cambria, and Somerset. The prohibitive travel distances, the mountainous geography, the low population density of this region, and cost factors have traditionally presented a barrier to educational institutions attempting to provide postsecondary courses to the residents of this area.

The College has attempted to surmount the cost barrier by offering a free course to those who are unemployed. The Sister Ann McCue Scholarship program for needy off-campus students is also available. The Mount's off-campus tuition, $65 per credit, is the lowest of any college, public or private, within the region. In this Appalachian area of high unemployment, these cost cutting measures have been of aid to many students. However, student costs are also inherent in the accessibility barrier.

MAJC originally attempted to overcome the accessibility barriers by establishing five continuing education off-campus centers spread throughout its service region. While two of the centers located in the two cities of the region, Altoona and Johnstown, and a center located in Ebensburg, near MAJC, have been successful in reaching residents of those two county areas, the two remaining centers located in rural and sparsely populated Bedford and Somerset counties have not been so successful. Enrollment in courses offered at the Bedford and Somerset county centers had often been too low to

warrant running courses at affordable tuition rates. Efforts to combine students from two or more centers had frequently failed due to the extensive community distances involved. There is no public transportation in these rural areas; and, for some, a round trip commuting distance could exceed 100 miles.

The college has considered several methods of alleviating the accessibility problem. The use of cable television to transmit courses directly into the student's homes, at this time, has been rejected. Telecourses, themselves, are expensive to purchase or rent. Moreover, cable television is not accessible to many in the region either because it is unavailable or because of its cost. More importantly, telecourses help maintain the isolation of rural students who would have little or no opportunity to meet with instructors or peers.

Another alternative the College has made available to the rural population is the Weekend College at the Main Campus. Dormitory space is available for those students who wish to enroll in courses offered from Friday evenings through Sunday afternoons. Students would be able to stay over at the college Friday and/or Saturday nights. An attractive solution for some, this method still involves relatively frequent commuting for large numbers of rural students and is not feasible for those who are unable to stay away from home for that length of time.

In summary, accessibility to postsecondary education is severely limited, due to extreme distances over treacherous mountains, for a significant population within Mount Aloysius' central Pennsylvania service region.

The problem of accessibility remains. However, by, in effect, taking the college to these isolated communities, the opportunity of higher education is placed in the laps of the students. What has happened is that accessibility is now the problem of the college. For example, the college has increased travel expenses along with the necessity of many times renting classrooms. There is also the time element which is increased by the college out-reach efforts.

C. Background and Origins

Mount Aloysius Junior College is a small, private institution sponsored by the Religious Sisters of Mercy. Located in rural central Pennsylvania, Mount Aloysius serves the four Pennsylvania counties of Bedford, Blair, Cambria, and Somerset.

The history of the College is rooted in the life of the Religious Sisters of Mercy who founded and who sponsored Mount Aloysius Junior College. Catherine McAuley founded the Religious Sisters of Mercy in Dublin, Ireland in 1831 as a congregation devoted to the service of the "poor, sick, and ignorant." By 1843 the Sisters has been sent to Pittsburgh, from there to Chicago in 1845, and to Loretto, PA by 1948. In Loretto the Sisters began a school in a tinner's shop which was to be the forerunner of St. Aloysius Academy built in 1853. In 1897, the Academy was

moved to the present site of the college in Cresson, Pennsylvania. In 1939, Mount Aloysius Junior College was founded through the initiative of Sister Mary de Sales Farley, R.S.M.

Within the Catholic tradition the heritage of the Sisters of Mercy, the college believes in the importance of religious and spiritual values as integral to the education experience. The College welcomes all men and women of whatever creed, race, or nationality.

The Mount enrolls 550 full time, on-campus students and 450 part time students enrolled through the Division of Community Education.

There are seventeen programs of study offered by the college. Examples of these programs include study within the liberal arts, business, and medical fields.

Located in the Southern Allegheny range of the Appalachian Mountains, the College is adjacent to old U.S. route 22 between Altoona and Johnstown. Six buildings compose the academic, administrative, and residence areas of the Mount's 125 acre campus.

D. Project Description

Obviously, student recruitment for the rural classes was necessary. Recruitment was achieved by brochure distribution, (newspaper and radio advertising) and public relation efforts achieved at orientation meetings, at community organizations, like Rotary, and through newspaper articles and radio talk shows.

Instruction materials for the twelve courses had to be written and then duplicated. Each student, in addition to the text, has a class-by-class guide to each three credit course. For the computer course, each student was loaned a computer for the semester.

It was also a necessity to obtain learning sites which were secondary school classrooms, private homes, and community buildings like the "Y".

E. Project Results

126 students were enrolled in 239 courses from the spring term of 1986 through the spring term of 1988.

National project dissemination activities included presentations at the National Association of Community and Junior Colleges, at the Empire State College's Value - Added learning conference, and participation in the National Invitational conference on rural education in Virginia.

Project information and brochures were mailed all FIPSE directors, all junior/community colleges in Pennsylvania, and to all two year colleges in the Appalachian region, from New York state south to South Carolina. The project was also replicated at Southern West Virginia Community College.

F. Evaluation

Evaluation activity and outcomes were researched by Dr. S. V. Martorana, Senior Research Associate of The PA State University's Center for the Study of Higher Education. Annual reports were made to the project director and to other college administrators of the formative and summative evaluation efforts conducted during each year of project activity. The first year concentrated on organizational accomplishments, promotion, and development of instructional materials; the second examined project relationships to MAJC college mission and goals; the third, assessed student performance and attitudes. Faculty participation was looked at throughout the project. Costs were examined at its conclusion.

All evaluative efforts produced generally positive and strong conclusions. Students perform well and are well satisfied as well as highly appreciative of the improved opportunity for continuing study. Interaction of on-campus and project faculty, however, was not as high as was expected.

The basic characteristics of the learner were female, married, between 31 and 34 years of age, enrolled in a business course, and pursuing a bachelor's degree. For many rural education was her first experience with higher education.

The college is presently continuing the Rural Education project. At this time there are no college plans to continue evaluation efforts on a regular basis by an external evaluator. However, it will be continued as an internal responsibility.

G. Summary and Conclusions

As indicated by the research reports, the project was highly successful and especially achieved impact within the hinterlands of the college service area.

The significant aspect of the project was the realization that there is a definite need for higher education opportunities in the rural areas, and within individual communities. The college's rural students were significantly community oriented. As the project matured, the college reacted in terms of community, especially with its emphasis upon the community advisory board. The project director was also visible in the rural communities and therefore made a mark in behalf of the college.

H. Appendices:

FIPSE was valuable to this college in terms of financial assistance. The start-up costs instigated the rural education project. Without FIPSE financial aid, the college could not have afforded the project. FIPSE assistance in terms of advice and information was also invaluable. FIPSE should continue to consider proposals having to do with accessibility.

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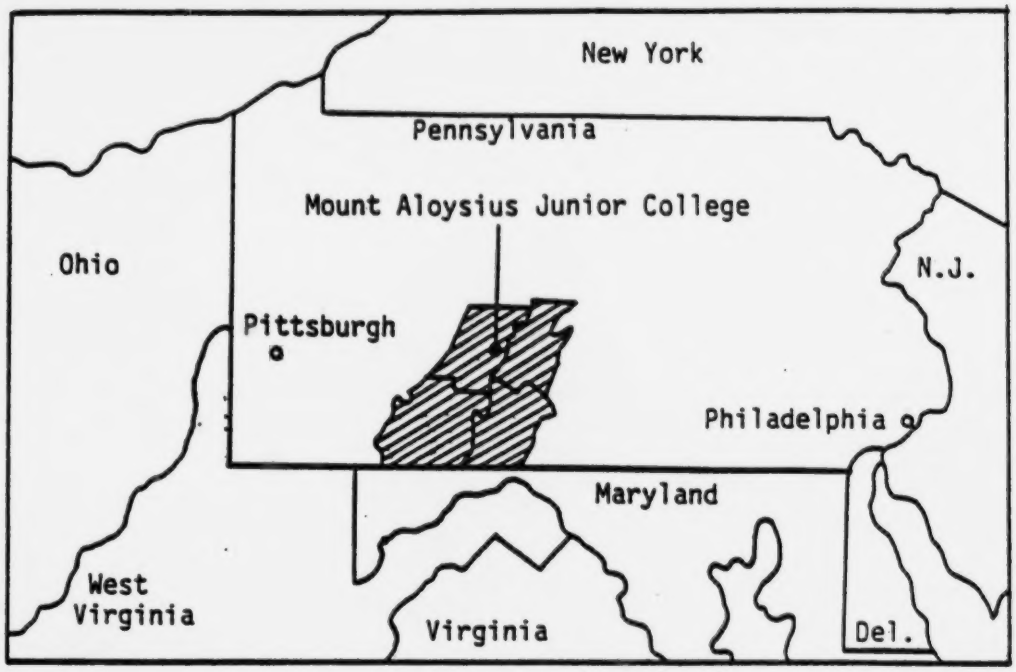
7. Newspaper Advertisements

Curriculum Samples

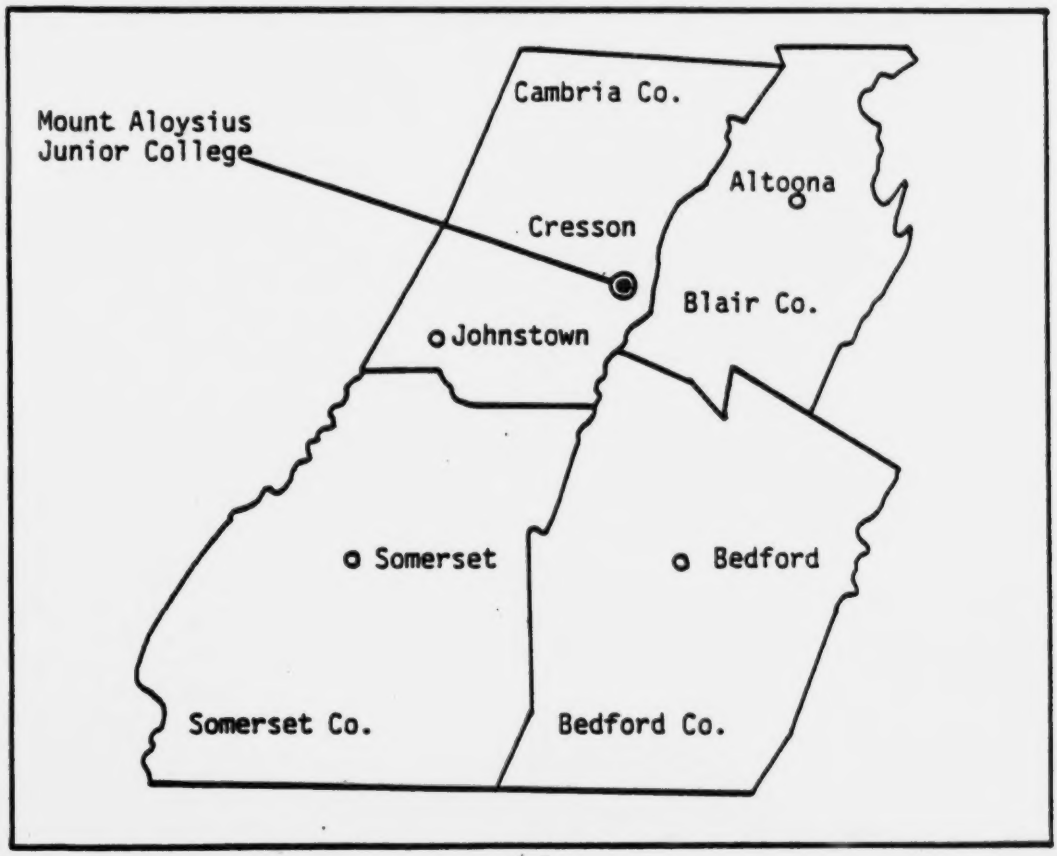
PY101 - General Psychology
BU101 - Accounting I
EN101 - English Composition
BU103 - Word Processing

LOCATION OF MOUNT ALOYSIUS JUNIOR COLLEGE IN PENNSYLVANIA



Service area of Mount Aloysius Junior College

THE LOCATION OF MOUNT ALOYSIUS WITHIN ITS SERVICE AREA



DATE: December 12, 1986

TO: Jay Garver, Director
Rural Education Project
Mount Aloysius Junior College
Cresson, PA 16630

FROM: S.V. Martorana
S.V. Martorana, Evaluator and Consultant
Box 246, R.D. 1
Centre Hall, PA 16828

RE: Rural Education Project Evaluation Report for First Year

I should observe at the outset that this report is facilitated by the fact that my base of professional operations is close to Mount Aloysius Junior College (MAJC). This makes it possible for me to report directly to you by phone or in face-to-face conferences the results of my examination of the informational materials you send me as the project proceeds. From my perspective, this advantage has served us both well during the past year, and I look forward to a continuation of the pattern as we move into the project's second year.

The object of this memorandum report is four-fold. First, it will state the purposes established for the evaluation effort. Second, it will present the general evaluative design projected for the project. Third, it will report the several evaluative activities accomplished during the past year and indicate the information given to you about them. And fourth, it will summarize the more penetrating evaluative design projected as the project moved from the first to a second year of operations.

Intent of Evaluation and This Report

Several factors compel evaluation of the Rural Education Project (REP) beyond the fundamental one that good management practice in directing an innovation requires it. Large among the factors we need to acknowledge is the accountability that Mount Aloysius Junior College (MAJC) holds to the Fund for the Advancement of Postsecondary Education (FIPSE) which is funding the project. As an agency committed to facilitating as much constructive innovation in postsecondary education as it can (with funds made available to do so being provided at a level far below the level needed by the field), FIPSE wishes to have full information about the projects it supports. This is needed not only to give the agency a factual basis on which to judge the project's worthiness as a likely positive new departure in the field, but also to provide FIPSE with sound information to judge the effectivess of mechanisms it uses to decide on the projects it will fund from year to year. This accountability must speak to two things: one, the completeness and accuracy of the transactional record of the project, both programmatic and fiscal; the other, the completeness and validity of the means used, or being planned for use, to make judgments about the academic worth of the project.

Another factor calling for evaluation is the character of Mount Aloysius Junior College and the nature of its commitment to service to the region of its location. Although MAJC is a small institution with only limited means, its commitment to provide academics of high quality to its constituencies is historic and intense. Of necessity, these conditions force the college to examine not only its innovations but everything it does with care and a constructively critical eye.

The third, and final, factor underlying project evaluation to be noted here is the nature of the project itself. By design, it is expected to be an evolutionary undertaking; therefore, both formative evaluation and summative evaluation will be expected and has been projected from the start.

General Evaluation Design

As indicated in the section on project evaluation in the original proposal by MAJC to FIPSE for funding of the project, the evaluation designed was to have both internal and external foci and to use both formative and summative techniques. The former requirement is consistent with the fact that the project is expected to have positive effects on both the college trying it, MAJC, and for the larger postsecondary educational community, particularly that concerned with improving educational services to people living in rural regions of the country. The call for use of formative and summative techniques recognizes the evolutionary nature of the project and the possibility that it can be improved as it moves along during the three-year period of its initiation, refinement, and field testing. Formative evaluation is expected to include: (1) process monitoring--the development of specific measures of data; (2) process description--the interpretation of measurement techniques and the means by which they are applied; and (3) outcome description--the interpretation of actual data assessing quantitative and qualitative outcomes. Summative evaluation is projected to include: (1) outcome descriptions--the interpretation of the formative data as it translates to outcomes; (2) outcome effectiveness--the determination of program efficiency and success;

and (3) systems change--the comparison of pre-activity and post-activity conditions in the institution at which the project is based and the judging of probability that similar effects can be produced in other comparable institutions and settings.

In short, the approach to evaluating the project is a comprehensive one; it needs to be, in order to fit the sweeping possibilities for change in bringing education to rural populations that are potential outcomes of the project being assessed. The approach acknowledges the wisdom of the observation made by Richard G. Niemi, in his introduction to a new addition to the Sage Publications series of quantitative applications in the social sciences, when he says, "Those who sponsor programs and especially those who pay for them want to know whether the programs are worthwhile. This is true of small-scale, one-time-only projects as well as expensive, large-scale, continuous projects."[1] To assist me in conducting the comprehensive evaluation, I have arranged for help from Dr. Eileen Kuhns, Associate Professor and Coordinator, Administration Programs, at the Catholic University of America, with whom I have worked on similar projects; this is at no additional costs to the project or to the college.

The evaluation approach we are using in the MAJC/RE project is comprehensive in scope and is a variation of multiattribute utility technology (MAUT), a technique that is getting growing recognition in evaluation practice. Again quoting co-editor Niemi, the method is described as follows:

> Despite the forbidding title, the approach is rather simple and straightforward. The heart of the procedure

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[1]Richard G. Niemi in Ward Edwards and J. Robert Newman, Multiattribute Evaluation. Beverly Hills: Sage Publications, 1982, p. 5.

> is that it requires representatives of the program to identify the most relevant values or attributes that are part of the program. Measurements are then made to determine the degree to which these attributes are attained. By doing so systematically and by making judgments numerical whenever possible, decisions can be made on a more precise and objective basis than is often the case.[2]

In order for the evaluation approach that we are using to be successful, it is important that detailed as well as encompassing records of the project's experience be kept. Much of the project director's and the evaluator's attention during this first year of the project was directed to establishing this point and to assure that it was being implemented.

First Project Year Evaluation Activities

As noted above, much of the concern for evaluation during the first year of the project was directed to two important tasks: (1) establishing the need for thorough evaluation and the validity as well as the acceptance of the approaches to be used, and (2) putting in place the necessary procedures that would produce a verifiable record of the project's experience. The project director, in cooperation with the evaluator, effectively accomplished both tasks. To assist the project director, the evaluator completed the following activities:

1. Upon being approached to serve as the project evaluator, making a thorough review of the project proposal as made to FIPSE.
2. Visiting the director and staff of the project twice on the site of the college.
3. Visiting the director at an off-campus site of the project.

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[2] Ibid., p. 5.

4. Visiting and observing a Student Learning Team (SLT) session at an off-campus site.
5. Reading and reviewing all course and related instructional materials developed by instructors for the courses offered through the Rural Education Project (REP) as these were provided him by the director, and giving the director feedback on those reviews.
6. Presenting to the director a design for a more penetrating evaluation, explaining its rationale, and outlining the steps needed to accomplish it.

The initial review of the project served a number of purposes. Besides familiarizing the evaluator with the specifics of the project, it enabled him to relate it with other projects with which he was involved and/or familiar and, in that way, to bring a larger perspective to the benefit of the project staff and others at the college concerned with its success.

At each of the on-campus visits, the evaluator was able to meet with other college and community personnel associated with the project. The first on-site visit of the evaluator on March 5, 1986, was to meet with the project director and board members of the project A discussion centered on the importance of sound evaluation to all concerned and upon the approaches to formative and summative evaluation that would be used. In addition, the evaluator participated in the discussion of the other items on the agenda of the meeting which, among other items, included the progress made on course and instructional materials to date, public relations and advertising of the project, the progress to date of the formation of student learning teams, and the assignment of rural education

instructors. The second on-site visit on August 30, 1986, was to confer with the project director on general progress and to learn how the transition from spring to programming for the project planned for the fall was proceeding. In addition, the evaluator attended the open-house, dinner meeting held for members of the board, community advisory personnel, faculty, and members of the college staff responsible for project operations. Brief meetings occurred also with the college president and the dean for continuing education. All of these contacts indicated that the project was deemed to be an important one at the college and that every effort would be made to assure its success.

The two visits made to off-campus locations gave the evaluator a feel for the settings in which the SLT were functioning. The first off-campus visit on May 19, 1986, was to observe an English class which was held at the high school in Bedford, PA. Following observation of the class and its setting, the evaluator interviewed the instructor and students. Particularly notable is the fact that the students expressed high satisfaction with the REP both in terms of its concept and its practices. They indicated that they were "spreading the word" of its service to others and that they intended to continue to participate. A report on the observations was made to the project director by phone the next day. The second field visit on September 17, 1986, was to meet the project director at Tyrone, PA, where arrangements were being made to locate an REP class. The visit and conference held with the project director confirmed that the project was finding it possible to acquire places for REP classes to meet that were suitable both to the convenience of students and the instructional purposes of the classes offered.

The course and instructional materials were reviewed with several criteria in mind. There were the general concerns for clarity, interest and appeal, contributions to course general and specific learning objectives, effectiveness in transmitting facts, quality of production, degree of integration, and reinforcement of the various materials making up a complete course of study. In addition, the materials were reviewed with the evaluator keeping in mind as much as possible three different perspectives: that of the learner, that of the college's faculty and administration, and that of the funding agency.

From the student perspective, questions to be kept in mind are these:

-- What are students' home study conditions? How do these effect their participation in a REP class?

-- How do students approach the class? Reading the text, syllabus, and other guides, related readings, use of other aids?

-- Do the specific audio production elements (narration, music, drama, pacing, etc.) aid learning, and how?

-- Is the body of knowledge appropriate, current, useful, and communicated to the students in a relevant way?

-- Is sufficient guidance and support given to direct students' study? Are the aims and objectives of the course made clear? Are strategies for learning the concepts helpful and clear? Are structures that enable the learners to understand the interrelationships of concepts clear? Do the materials aid the students' motivation to complete the class?

-- Are associated activities well defined and appropriate for the course? Do they cause students to reflect, synthesize, and analyze the material? Are abstract ideas made concrete with explanation and illustration?

-- Do the students feel involved in an active learning process, even though the instructional approach may appear and be different?

-- Does the course approach have sensitivity, style, and friendliness?

-- Does learning occur? Are the learning objectives achieved with the integrated package, and how effectively are they assisted by each component?

Not all of the above questions could be answered by even a thorough perusal of the course materials thus far developed because of their newness and short time of their use. However, the questions will continue to be addressed as additional information is obtained by student surveys and other means.

From the faculty/administrator's perspective, these questions are pertinent:

-- Is the body of knowledge appropriate to the field?

-- Do the materials have academic rigor, currency, validity, and balance?

-- Do the components contribute to the learning process?

-- Are the scholarly commentary, related activities, and density of content appropriate to the level of the course?

-- Is the instructional package attractive, complete, thorough, and acceptable for adoption/adaptation both at MAJC and other institutions?

-- Are the materials (print and media) used appropriately for the subject?

-- Is the package as good, or even better than a traditional approach? How does it compare to existing correspondence, audio, or other auto-tutorial or distance learning courses?

-- Do the media production elements (narration, music, drama, pacing, etc.) aid in the learning process?

From the perspective of the funding agency, FIPSE, the questions believed to be most pertinent to consider in the review were these:

-- Are the materials capable of reproduction, dissemination, and use in other places similar to MAJC in terms of purpose and location?

-- Are the materials capable of such distribution at reasonable costs?

-- Do the materials reflect the purposes and design of the innovative approaches intended for use in the STL/RE project?

The course and instructional materials that were reviewed against the foregoing criteria were as follows:

General Psychology (Small Group Curriculum), Psychology 101, by David D. Ream, February 1986

Principles of Management (BU 117), February 1986

Rural Education Project Formative Evaluation, November 1985 - May 1986, by Jay Garver, May 30, 1986

A report on the evaluator's review of these materials was made to Director Garver on August 6, 1986.

Since that time, the following course and instructional materials have been received, reviewed, and reported upon in a similar way:

Human Growth and Development, Parts 1 and 2, Psychology 102, by Heide Sedwick, June 1986

Introduction to Business (BU 100)

Introductory Sociology (SO 101)

All of the materials reviewed appear consistent with project design and objectives. They are reproducible as well as concise, while at the same time covering the course materials effectively. They are more conventional in approach than was expected, that is, they rely heavily on print material (study guides, text material, readings) with relatively little use made of media materials. However, this may be necessary in the first year of the course materials to be produced within the framework of the project, again as a means of start-up of program implementation.

Action Toward More Penetrating Evaluation

Observations of the project thus far support a conclusion that it is going well to date. It is "off and running." Students are enrolled, the student learning teams are in operation, and itinerant instructors are on the job. A summary of statistics on courses, locations of student learning teams, enrollments, and related data is being prepared by the project director for inclusion in the project's first-year report to FIPSE.

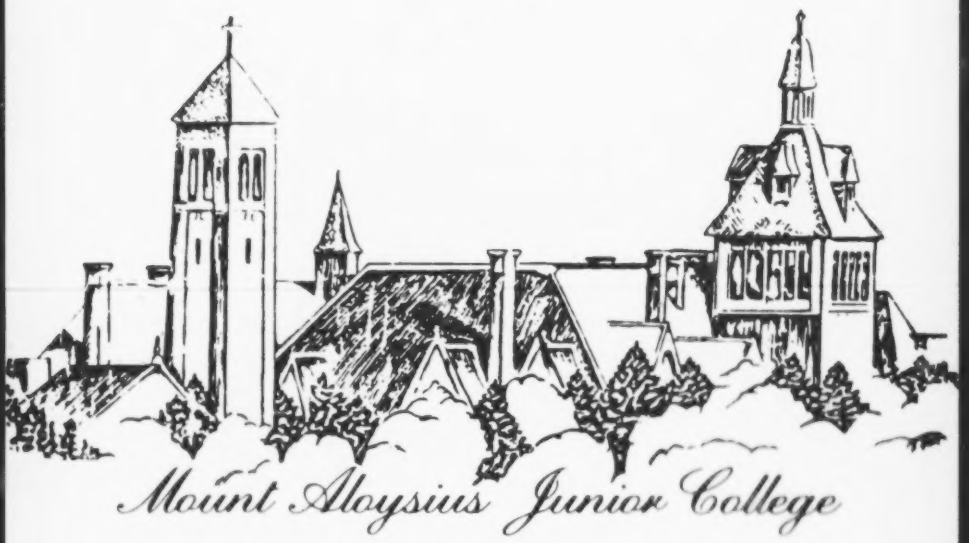
These observations are all to the good, but a complete evaluation will need to be prepared to answer more substantive questions about the project.

These will ask not only about impact on students, but on the college and the larger community it seeks to serve.

In order to establish a basis for speaking to that higher order review, steps were taken during the last part of the project's first year to set up a more penetrating evaluation. It will relate the project's experience more specifically to the general goals of MAJC. Specifically, surveys are projected to cover the following constituencies:

1. Board of Trustees, including the president, who is a member
2. Policy-level administrators
3. Faculty, including faculty of courses offered through the REP
4. Student leaders on campus
5. Students in courses offered through the REP
6. Students in selected courses on campus
7. Civic leaders in the area

Copies of the survey instruments and instructions as finally developed after conferring with the project director, who discussed an earlier draft with college personnel, are attached. The cover letters are still termed drafts because the decision of mailed versus on-site use of the survey forms is not yet firmly made. Arrangements are being made at MAJC to conduct the surveys immediately after the college opens after the Christmas recess.



Rural Education Recognition Dinner

WEDNESDAY, AUGUST 20, 1986
6:00 P.M.
COSGRAVE HALL
CRESSON, PENNSYLVANIA

Mount Aloysius Rural Education Project
COMMUNITY BOARD MEMBERS

A. MARLENE AURANDT
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Warnaco Outlet, Altoona

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PRN Home Nursing Agency
Todd, Huntingdon County

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JOE HURD
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Hollidaysburg

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Miner's Hospital, Spangler

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Barnesboro

DARLENE LUTCH
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Bedford

DARCY A. PUTT
Project Director
Broad Top Medical Center

DAVID REAM
Doctoral Candidate
The Pennsylvania State University

DR. J. DENNIS SCHULTZ
Family Dentist
Claysburg

JAMES SIMPSON
Director
Garver YMCA, Roaring Spring

JOHN SKUNTA
District Executive
Boy Scouts of America, Windber

DAVID SMITH
Principal
Northern Bedford High School

DR. C.F. STEFANSKI
Superintendent
Hollidaysburg Schools

KAREN URGOLITES
Higher Education Student
Ebensburg

PAMELA VOYTISH
Higher Education Student
Patton

DALE WOOMER
Co-Operative Education
Altoona Area Vo-Tech

ROBIN ZIMMERMAN
Zimmerman Hardware
Everett

Mount Aloysius Rural Education Project
EXECUTIVE BOARD MEMBERS

DR. EDWARD F. PIERCE	*President* *Mount Aloysius Junior College*
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DR. PAUL J. KESSLER, III	*Academic Dean*
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MR. JAY GARVER	*Director* *Rural Education Program*
MR. RUSTY GARTH	*Program Officer* *U.S. Department of Education*
DR. S.V. MARTORANA	*Project Consultant* *Professor of Education at* *The Pennsylvania State University for the* *Study of Higher Education*
LINDA McPHERSON	*Research Assistant*
MARY GOUSE	*Secretary to* *Director of Continuing Education*
WONITA KIRSCH	*Clerical Aid*
ANDREA KRESCHALK	*Clerical Aid*

PROGRAM

WELCOME	DR. EDWARD F. PIERCE *President* *Mount Aloysius Junior College*
INVOCATION	SR. M. CYRILLA KENDRA, R.S.M. *Department Chairperson, English*
DINNER	*Tossed Salad, Fruit Cup* *Prime Rib, Oven-Browned Potatoes,* *Broccoli Spears, Cheese Cake*
MOUNT MISSION	MARK PAVLOVICH *Institutional Advancement* *and* LUANNE ECKENRODE *Annual Fund/Alumni Affairs*
RURAL EDUCATION PROJECT UPDATE	JAY GARVER *Rural Education Director*
RECOGNITION OF RURAL EDUCATION PROJECT BOARD MEMBERS	
BENEDICTION	SR. M. CYRILLA KENDRA, R.S.M.

A Sincere Word of Appreciation and Gratitude is Extended to Those Who have made this Recognition Possible.

RURAL EDUCATION PROJECT DESCRIPTION

The low population density of rural regions has traditionally presented a barrier to educational institutions attempting to provide post-secondary courses to their residents. Mount Aloysius Junior College has attempted to overcome this barrier by establishing off-campus centers spread throughout its rural central Pennsylvania service area.

While these centers have been relatively successful in reaching residents of rural areas, access problems still remain. Enrollments in courses offered at these off-campus centers have often been too low to warrant running the class at an affordable tuition rate. Efforts to combine students from two or more centers have frequently failed due to the extensive commuting distances involved.

Small rural churches face similar problems in that their congregations tend to be too small to support a minister or priest. They solve their common problem by sharing clergymen. MAJC has adapted the "itinerant preacher" concept to its rural continuing education program and integrated it with modern instructional techniques within a framework of small, localized student learner support groups. Participants are able to enroll in specific courses or pursue an Associate Degree through the Mount's specially designed Continuing Education degree program.

The system works in the following manner: small groups of three to six students living within a reasonable commuting distance and with a common interest are organized into Learning Teams. Meeting sites convenient to all participants are chosen and instructors are assigned responsibility for three groups in their academic discipline. Programmed instructional materials are distributed to the students during the first session. Thereafter, students meet each week and work together toward their common goal. The instructor meets with the groups on a rotating basis, according to a prearranged schedule.

This project has resulted in the development of an alternative model for increasing post-secondary educational opportunities among isolated, rural learners at an affordable cost. It has also lead to the development of programmed instructional materials geared to the needs of this population.

For More Information, Please Telephone
Toll-Free At 1-800-922-2302

Real home study

Can't get to college? College comes to you

By Dave Callen
Staff Writer

CRESSON — You live in a rural area. You have two children and work at a local factory all day. You're a single parent. Driving 20 miles to college classes in the evening is out of the question.

•

You're a foreman in a rural manufacturing plant. You need more business management knowledge for a promotion.

•

You're a senior citizen in a small town and finally have the time to learn about literature — but you can't manage the drive to Altoona or Johnstown for college courses.

•

You all wonder about the dream of learning more, understanding more, getting ahead.

You're not the only ones concerned about that.

The federal Fund for the Improvement of Post-secondary Education (FIPSE) wants to increase the availability of college education to people in rural areas who can't commute to regular night classes.

A three-year, $176,000 grant from FIPSE to Mount Aloysius Junior College last fall is paying for a team of "circuit-rider" college instructors who meet with small groups of students in rural areas — often in students' homes. If the students can't go to college, college comes to the people.

Jay Garver, a retired member of the state Department of Education's Bureau of Research and Evaluation, heads the MAJC project. Garver was principal of Claysburg-Kimmel High School from 1974 to 79.

Thirty-five students enrolled in the program's initial three courses —English, psychology, and principles of management — this year. Their ages spanned from 18 to 53; they ranged from the unemployed to barmaids to housewifes to medical technologists.

The classes met in Barnesboro, Bedford, Boswell, Patton, Saxton, Somerset, and Tyrone.

Some instructors come from MAJC's daytime and continuing education faculties; some are hired specifically for the rural program. The content for each course is approved by an MAJC departmental chairperson.

Students in groups of three to six meet weekly to review materials among themselves. The circuit-rider instructor meets with the group every three weeks to discuss, lecture, and answer questio..s.

Papers and tests are assigned and graded, just like in a regular daytime course.

Mark Pavlovich, an MAJC official, credits Edward Tumavicus, continuing education head at MAJC, with inventing the rural education program. According to Pavlovich, it's not far removed from the concept of the itinerant preacher serving several rural congregations.

With the idea in hand, Pavlovich applied to FIPSE for what he calls one of "the two or three most prestigious grants in Washington."

Tuition for the rural project courses is $55 per credit — or $165 per course —compared with $149 per credit for daytime courses on campus. Student aid is available through the college.

Garver said he expects about 90 students to sign up this fall for a course menu that will be bolstered to include sociology, introduction to business, growth and human development, and introduction to literary genres.

Comments from this year's students on evaluation forms were almost uniformly enthusiastic and positive. Most liked the small classes and the opportunity for participation. And most rated travel time as a principal factor in enrolling.

This year, classes will meet at Roaring Spring, Claysburg, Martinsburg, Loysburg, and Berlin. Garver tries to locate sites about 20 or more miles from continuing education sites or regular campuses of MAJC and other area colleges.

Advertising for the rural courses starts each year after advertising for regular continuing education courses is finished at area campuses so that only those who need the outreach effort are being served.

Palovich says current financial projections indicate that the rural project will be self-sufficient by the end of the grant period.

"By then," Garver said, "a student should be able to start and finish a degree entirely in the rural program."

Tonight at 6 p.m., the program will host an appreciation and recognition dinner at Cosgrave Hall for its 32 Community Board members.

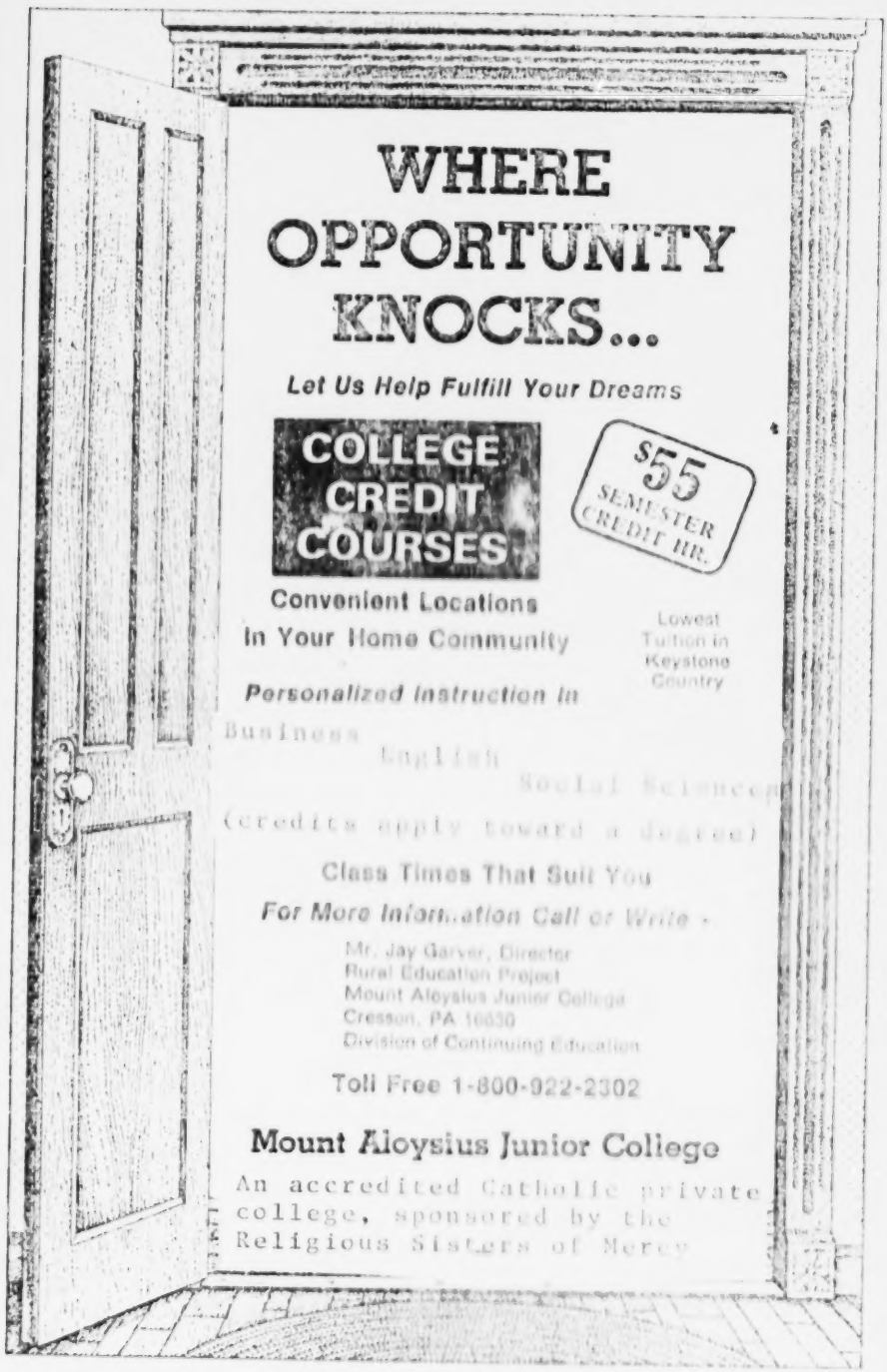
The community board includes area educators, businessmen, professionals, and social service workers who circulate word of the program in their home communities.

The classes met in Barnesboro, Bedford, Boswell, Patton, Saxton, Somerset, and Tyrone. Future classes will meet at Roaring Spring, Claysburg, Martinsburg, Loysburg, and Berlin.

Thirty-five students enrolled in the program's initial three courses —English, psychology, and principles of management — this year. Their ages spanned from 18 to 53; they ranged from the unemployed to barmaids to housewifes to medical technologists.

MAJC's RURAL EDUCATION SITES

(as of 9/30/86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Lowest Tuition in Keystone Country
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Class Times That Suit You
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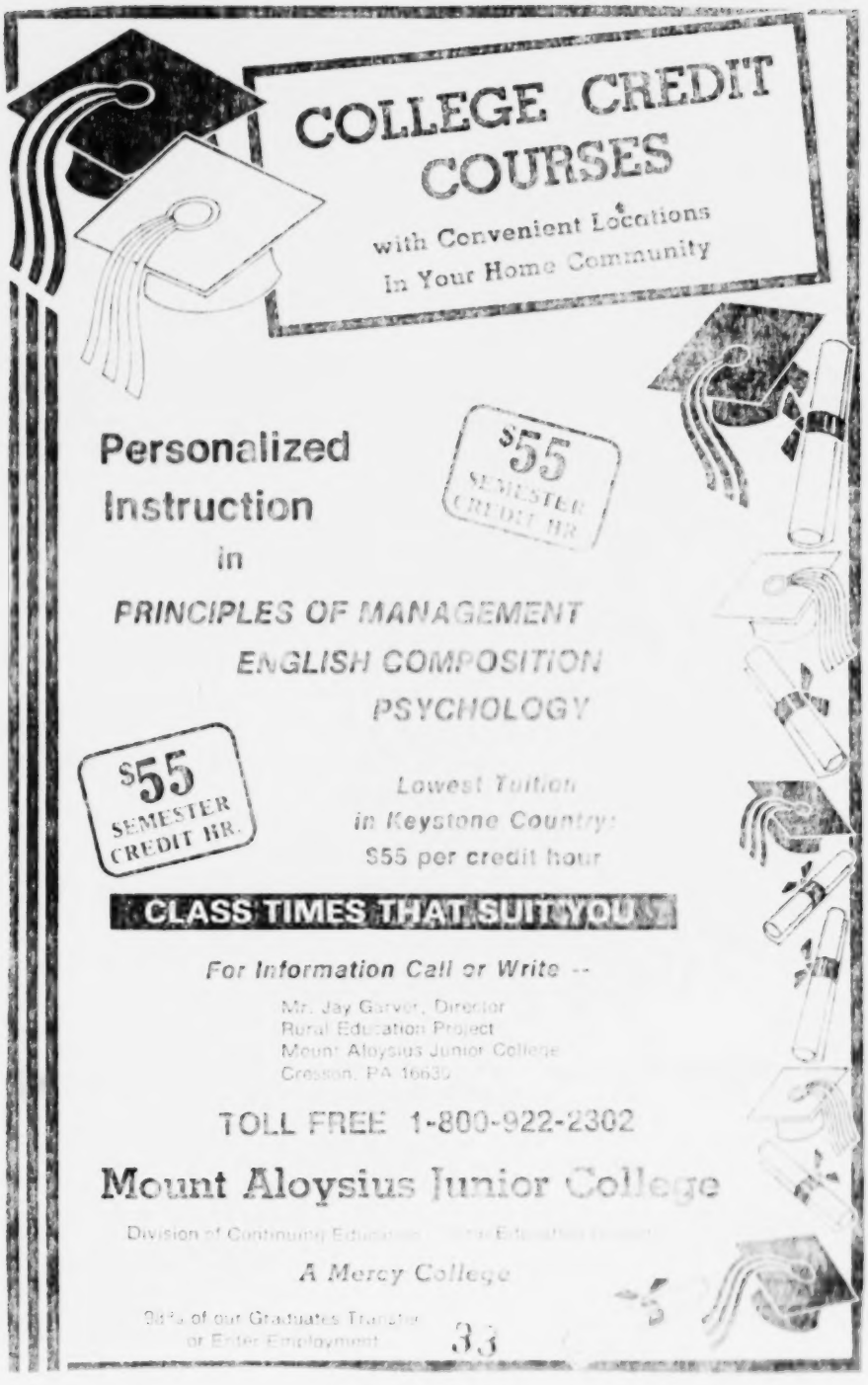
Rural Education Project
Mount Aloysius Junior College
Cresson, PA 16630
Division of Continuing Education
Toll Free 1-800-922-2302
Mount Aloysius Junior College
An accredited Catholic private college, sponsored by the Religious Sisters of Mercy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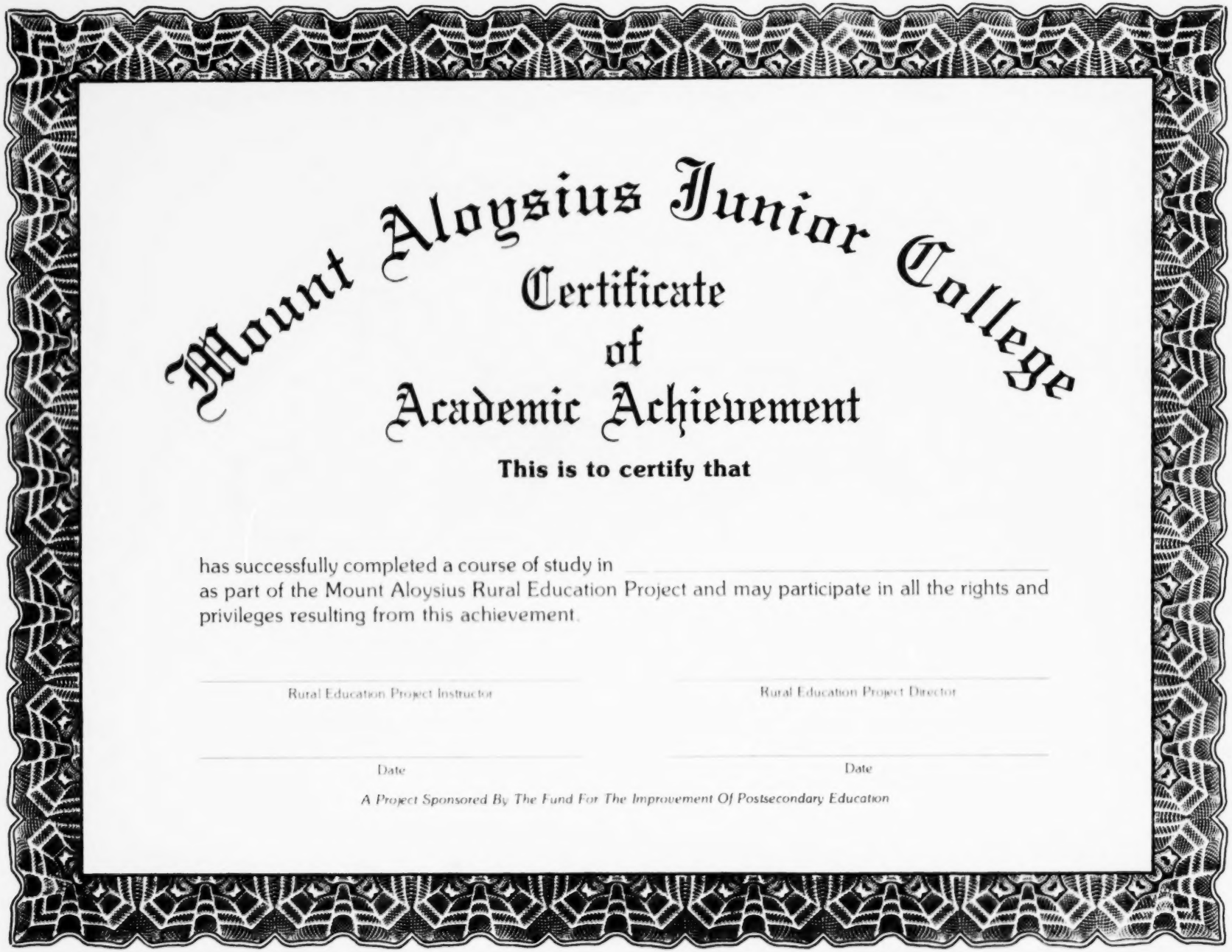
98% of our Graduates Transfer or Enter Employment



Mount Aloysius Junior College

Certificate of Academic Achievement

This is to certify that

has successfully completed a course of study in _____
as part of the Mount Aloysius Rural Education Project and may participate in all the rights and privileges resulting from this achievement.

_____ _____

Rural Education Project Instructor | Rural Education Project Director

_____ _____

Date | Date

A Project Sponsored By The Fund For The Improvement Of Postsecondary Education

WINTER, 1986-87 VOL. II, NO. 1

Our Students' Testimonies: The Mount's Rural Education Project

LOCATION

"It was a more comfortable learning setting to ease into classes again after being out of school for fifteen years."

"Because of my working schedule, location and time were ideal."

"The location was excellent for me. I feel that I learned more than I could have in a classroom setting."

"I especially liked the small group setting and the informal atmosphere of the group."

"I'm very glad that Mount Aloysius offered classes in the Somerset area. To the best of my knowledge, this is the first time that Somerset has had anything like this."

Robin Zimmerman

A. Marlene Aurandt

COST

"The program makes an impossible situation easier. I'm not able to afford the money and the time to travel the distance to Mount Aloysius. Thanks to the program, slowly but surely, I'm getting a college education."

"I'm very glad that Mount Aloysius offered these courses and I hope that they continue to do so. It is an advantage in such cases as mine where it is difficult for me to travel or pay a high tuition."

"These evening classes, with their reasonable cost, have been a positive experience."

"The cost of the course was reasonable and was one of the deciding factors for my enrolling."

STUDENT COMMENTS
continued

SMALL GROUP

"This course has to be the best course that I've ever had. I felt more comfortable. I learned more because of the one-to-one basis. I'm the type of person for this course."

"I thoroughly enjoyed learning through the Rural Education Project. It gave me the opportunity to continue my education through the summer months, without the inconveniences that I would have encountered going to the college itself. I felt that I learned more because of the small learning groups and the direct contact with our instructor."

Rural Education Dinner

Rural Education Dinner

INSTRUCTOR

"The instructor was always willing to go along with schedules and he was very informative and helpful. He was a very good instructor."

"My instructor was great. I didn't find him dry. He was very interesting and helpful."

"The instructor was only a phone call away to assist with any problems."

"The instructor helped us feel comfortable with ourselves and with each other. He wanted us to get a better perspective of ourselves and the subject matter."

Dr. S. V. Martorana, Professor of Higher Education at the Pennsylvania State University and Consultant for the Rural Education Project, and Mrs. Martorana. (Rural Education Dinner)

(From left to right) Mr. Jay Garver, Mrs. Garver, Dean Mark Pavlovich, Sister Cyrilla Kendra, Dean Edward Tumavicus, and Dr. Edward Pierce. (Rural Education Dinner)

RURAL EDUCATION RECOGNITION DINNER

The Rural Education Project hosted a dinner August 20, 1986 at Mount Aloysius Junior College. This was the Project's way of showing its appreciation and to recognize everyone for their efforts in behalf of the Rural Education Project.

Ms. Luanne Eckenrode, MAJC Annual Fund/ Alumni Affairs Director, speaks to the Rural Education Project guests.

Sister Mary Cyrilla Kendra, R.S.M., Division Chairperson, Academic Studies of MAJC, presents the Benediction at the Recognition Dinner.

Sister Mary Anne McCue, R.S.M.

SCHOLARSHIP FOR CONTINUING EDUCATION STUDENTS

A scholarship program in honor of Sister Mary Anne McCue, R.S.M., has been established at the Mount. This award is given each semester to qualified students studying in the Continuing Education Open Curriculum degree program. Applicants must also demonstrate financial need and academic promise.

Dr. Edward F. Pierce, President of Mount Aloysius Junior College, stated that the scholarship program represents another way for the Mount to help students achieve their educational goals. He stated, "Many students are unable to take courses during the day and look to Continuing Education as a way to pursue higher education. This scholarship will encourage them to take advantage of this opportunity." For further information please call 886-4131, Ext. 238.

"ITINERANT PREACHER" PROJECT ACHIEVES NATIONAL RECOGNITION

At the **Saratoga Springs Value-Added Conference,** Mount Aloysius Junior College administrators, Edward Tumavicus and Jay Garver, spoke to national college officials on the Mount's Rural Education Project.

The Mount was represented, by invitation, at the **National Invitational Conference on Rural Postsecondary Education,** Arlie House, Virginia, on September 7-9, 1986. Jay Garver participated in this working conference which was concerned with financial programs and policy issues affecting Rural Adult Education.

In addition, the Mount will present its Rural Education Project at the spring **National Association of Community and Junior Colleges conference at Dallas.**

William Clapper

The Mount's Rural Education Project description was included in a national newsletter from Iowa State University. We thank Dr. Hiey and Dr. Merkley who are involved, at Iowa State, with FIPSE's Teacher Education Project.

RURAL EDUCATION PROJECT'S COMMUNITY BOARD MEMBERS

We are pleased to announce additional members to our Rural Education Community Board. A warm welcome to:

A. Marlene Aurandt, Customs Accountant/Imports, Warnaco Outlet, Altoona.

Dorothy J. Berthold, PRN Home Nursing Agency, Todd, Huntingdon County.

John D. Brenner, Medical Technologists, Bedford Memorial Hospital.

Robert Caldwell, Teacher, Hollidaysburg School District.

Dale Carson, PSEA Local President, Hollidaysburg.

JoAnn L. Clapper, Quality Manufacturing, Saxton, PA.

William Clapper, Reading Teacher, Tussey Mountain High School.

Connie Chura, Higher Education Student, Ebensburg.

Margaret Hancuff, IU8, Ebensburg.

Helen Kost, LPN, Miner's Hospital, Spangler.

Lester Meck, Instructor at Huntingdon Vo-Tech.

Marilyn Nearhoof, Director, Tyrone-Snyder Public Library.

Connie A. Painter, Cook/Supervisor, Bonanza Restaurant, Breezewood.

Helen P. Plessinger, Penn West Hotel Employee, Bedford.

Darcy A. Putt, Project Director, Broad Top Medical Center.

John Skunta, District Executive — Boy Scouts of America, Windber.

Karen Urgolites, Higher Education Student, Ebensburg.

Pamela Voytish, Higher Education Student, Patton.

William Waryck, Teacher in Hollidaysburg School District.

Robin Zimmerman, Zimmerman Hardware, Everett.

* * * * * *

We wish to thank the following board members for their support this past year:

Karen Blazetic, Education Director, Meyersdale.

Nancy Fellabaum, Office Supervisor, H & R Block, Altoona.

Charles Harlow, Retired Scout Executive, Duncansville.

David Helsel, Proprietor, CTR Supply, Inc. and Subway Shoppe.

Michael Bruce Herncane, Teacher, Bedford Area School District.

James C. Hoover, Counselor, Claysburg-Kimmel High School.

Joseph Hurd, Editor, Catholic Register, Hollidaysburg.

Nancy Moore, Guidance Counselor, Altoona Area Vo-Tech.

James C. O'Harrow, Superintendent, Claysburg-Kimmel Schools.

David Ream, Doctoral Candidate, Pennsylvania State University.

Dr. Dennis Schultz, Dentist, Claysburg.

James Simpson, Director, Garver YMCA.

David Smith, Assistant Principal, Northern Bedford High School.

Dr. C. F. Stefanski, Superintendent of Hollidaysburg Area Schools.

Dale Woomer, Co-Operative Education Director, Altoona Area Vo-Tech.

* * * * * *

CONGRATULATIONS!

TO THOSE STUDENTS WHO HAVE COMPLETED RURAL EDUCATION PROJECT COURSES

Nathan Appelgate, Stoystown
A. Marlene Aurandt, Everett
Michele Aurandt, Everett
Joan L. Baker, Patton
Shirley A. Berkey, Rockwood
Dorothy J. Berthold, Todd
John D. Brenner, Bedford
Darlene Buck, Hastings
Brenda K. Bumgardner, Williamsburg
JoAnn L. Clapper, Saxton
Connie M. Chura, Ebensburg
Shirley Cooper, Martinsburg
Melanie Kay Estright, Tyrone
Faye Eutin, Somerset
Evelyn Gonsman, Six Mile Run
Donna Gorsuch, Williamsburg
Karen Griffin, Cherry Tree
Linda Guyer, Roaring Spring
Rodger Kane, Johnstown
Charles Kelly, Somerset
Dolores Kirsch, Barnesboro
Marlene Kirsch, Barnesboro
Jo Ann Knapik, Barnesboro
Helen E. Kost, St. Benedict
Sandra Kritschgan, Rockwood
Kathy LaMagna, Barnesboro
Linda Lashinsky, Hopewell
Stacey Lensbouer, Hollsopple
Donna Lloyd, Revloc
Darlene Lutch, Spangler
Sally Mangus, Stoystown
Ed Matsko, Jenner
Susan McGeary, Tyrone
Phyllis Mitchell, Somerset
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Sharon Toth, Hollsopple
Karen Urgolites, Ebensburg
Pamela Voytish, Patton
Christine Walter, Claysburg
Linda Weaver, Tyrone
Cathy Whited, Spangler
Mary Wiser, Tyrone
Robin Zimmerman, Everett

1986 Rural Education Instructors

James H. Campbell, Jr., Hollidaysburg, BU 117

Diana Carruba, Cherry Tree, EN 101

Anna Christian, Johnstown, EN 101

Donna Ferrantello, Port Matilda, SO 101

Jenny Gardiner, Bedford, BU 100

Helen Glovier, Johnstown, PY 102

Anthony Guaetta, Seward, PY 101

Michael Herncane, Schellsburg, EN 101

David Ream, Duncansville, PY 101

Colleen Ryall, Altoona, PY 101

Richard Sanders, Somerset, EN 102

Dr. Heide Sedwick, Indiana, PY 101

Dennis Troutman, Hopewell, PY 101

* * * * * *

Rural Education LOCATIONS/SITES

Many thanks to the following organizations who accommodated our classes:

Anderson House, Bedford
Bedford Senior High School
Blacklick Valley High School, Nanty Glo
Claysburg Greenfield Township Building
Jenner-Boswell Senior High School
Kirsch Residence, Barnesboro
Kost Residence, St. Benedict
Martinsburg Community Center
Mitchell Residence, Somerset
Northern Cambria High School, Barnesboro
Roaring Spring Garver YMCA
Saxton Fire Hall
Saxton Growth and Development Center
Sons of Italy, Barnesboro
Somerset STAR Building
Tussey Mountain High School, Saxton
Tyrone High School
Voytish Residence, Patton

* * * * * *

MOUNT ALOYSIUS JUNIOR COLLEGE
RURAL EDUCATION
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Mount Aloysius Junior College is an accredited, coeducational, Catholic college offering courses and degrees for career and general education. Founded in 1939 and sponsored by the Religious Sisters of Mercy, the College provides services to people of all faiths, and in particular to those in need. Mount Aloysius is accredited by the Middle States Association of Colleges and Secondary Schools.

COURSES TO BE OFFERED THIS SEMESTER INCLUDE:

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Division of Continuing Education
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If you've wanted to take college courses but have found it difficult because of home responsibilities, Mount Aloysius Junior College has a program especially for you. The Mount's Rural Education Project is designed to offer one or more college level courses in your home or community. If you know of groups, family members and friends who are interested in the same course as you, Mount Aloysius Junior College will bring the teacher to you. The classes can be held in your home, your school or church or any location convenient to your group. These are three credit college level courses, in business, English, and the social sciences. They will apply toward a degree. More information is available by calling this Cresson toll free number...1-800-922-2302, and ask for Mr. Jay Garver. 1-800-922-2302. The Rural Education Project is available to everyone..from Mount Aloysius Junior College of Cresson.

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